

**FIRST THINGS FIRST***Ready for School. Set for Life.***Salt River Pima-Maricopa Indian Community Regional Partnership Council**

Allocations and Funding Sources	SFY13	Board Approvals, 1/17-18, 2012 SFY13 Strategies and Amounts
FY Allocation	\$319,266	
Population Based Allocation	\$205,857	
Discretionary Allocation	\$66,886	
Other (FTF Fund balance addition)	\$46,523	
Carry Forward From Previous Year	\$254,525	
Total Regional Council Funds Available	\$573,791	
Strategies	Proposed Allotments	
Quality First (<i>statewide</i>)	\$18,056	Approved
Scholarships TEACH (<i>statewide</i>)	\$16,500	Approved
Child Care Health Consultation (<i>statewide</i>)	\$2,520	Approved
Pre-Kindergarten Scholarships	\$200,000	Approved
Mental Health Consultation (<i>statewide</i>)	\$30,750	Approved
Food Security	\$10,000	Approved
Native Language Enrichment (<i>FTF Directed</i>)	\$15,000	Approved
Parent Education Community-Based Training	\$64,052	Approved
Parent Outreach and Awareness (<i>FTF Directed</i>)	\$11,000	Approved
Oral Health	\$5,000	Approved
Community Awareness (<i>FTF Directed</i>)	\$6,000	Approved
Statewide Evaluation (<i>statewide</i>)	\$10,283	Approved
Proposed Allotment Total:	\$389,161	
Total Unallotted	\$184,630	



SALT RIVER PIMA MARICOPA INDIAN COMMUNITY REGIONAL PARTNERSHIP COUNCIL

Regional Funding Plan Three Year Strategic Direction SFY 2013-2015

SALT RIVER PIMA MARICOPA INDIAN COMMUNITY REGIONAL PARTNERSHIP COUNCIL

**Regional Funding Plan
Three Year Strategic Direction
SFY 2013-2015**

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SFY 2013 -2015 Regional Partnership Council Budget

Section I.**Regional Allocation Summary**

Funds Available State Fiscal Years (SFY) 2012- 2015

Salt River Pima Maricopa Indian Community

Allocations and Funding Sources	2012	2013	2014	2015
FY Allocation	\$315,135	\$319,266	\$319,904	\$321,104
Population Based Allocation	\$211,259	\$205,857	<i>(fy14 and fy15 allocations are estimates only, for purposes of planning)</i>	
Discretionary Allocation	\$68,361	\$66,886		
Other (FTF Fund balance addition)	\$35,515	\$46,523	\$319,904	\$321,104
Carry Forward From Previous	\$274,416	\$254,525	\$184,630	\$103,781
Total Regional Council Funds	\$589,551	\$573,791	\$504,534	\$424,885

Section II.

Review of SFY 2012 Funding Plan

II A. SFY 2012 Regional Partnership Council Priorities

The Salt River Pima-Maricopa Indian Community Regional Partnership Council came together for a half day work session to review strategies from the prior year to plan and consider direction for SFY2012 planning. The work session also included members from the First Things First Finance and Program Teams. In addition, information from the 2010 Community Needs and Assets Report provided valuable information for review and development of the SFY2012 Funding Plan. A meeting was also convened that included Salt River Pima-Maricopa Indian Community Department Directors who serve children 0-5, which helped guide the Regional Council in identifying gaps in service, as well as, opportunities to coordinate and develop partnerships.

The Regional Council's intent was to strategically implement programs that meet existing needs and build infrastructure to support a continuum of services for families with children birth to five in collaboration and partnership with other Community programs. The Salt River Pima-Maricopa Indian Community Regional Partnership Council identified their SFY2012 Priorities as follows:

Limited access to early care and education

The Regional Council implemented Pre-Kindergarten and Summer Pre-Kindergarten expansion to increase the number of four and five year old children enrolled in Salt River Pima-Maricopa Indian Community Early Childhood Education Center.

Limited support and services to families

A Parent Education Community Based Training program was implemented for Teen Parents and expanded to add an adult class. In addition, funding under this priority was provided for the distribution of food boxes to needy families with children five years of age and younger which also includes diapers and nutrition education.

Expansion of early literacy programming

A strategy for the development and production of both CDs and books spoken and written in the native languages for young children was implemented. The Reach Out and Read program was also implemented to address this priority which promotes early literacy making it a standard part of pediatric care.

Limited health and fitness awareness

Funding was provided to implement an evidence based health and nutrition curriculum to promote healthy lifestyles for children and address the high rate of childhood diabetes and obesity in the Community.

Limited coordination of the early care, education and health system

A Collaborative initiative strategy was identified to develop a seamless cross-coordination system among various programs and departments in the Community that support the safe and healthy development of children ages birth through five. An additional activity includes development and distribution of a Parent Resource Guide.

Expand access to educational opportunities for early childhood workforce

The TEACH Scholarships strategy was implemented to increase the number of tuition based college coursework scholarships to develop a highly skilled and well prepared early childhood development workforce. Although the Regional Council did not fund this strategy, the Central Maricopa Regional Partnership Council gave 10 TEACH Scholarships to the Community.

Create Community awareness and support

This Community Awareness strategy included participation in community events and distribution of educational materials and books that create awareness about the importance of early childhood.

All of the strategies continued from SFY2010 through SFY2012. There was a significant increase in the Food Security allotment due to the economic downturn and family need. Additional funding was also added in an attempt to fund the Nutrition, Obesity and Physical Activity strategy.

What is most significant about the SFY2012 Funding Plan are the partnerships that have been developed that show the collaborative investment of First Things First and the Salt River Pima-Maricopa Indian Community. The commitments by both parties have resulted in a higher return of services being made toward children and families in the Community.

II B. SFY 2012 Strategies and Units of Service Review

Salt River Pima Maricopa Indian Community Units of Service by Strategy

Strategy Description	Fiscal Year 2012	
	Targeted Units	Contracted Units
Pre-Kindergarten Scholarships Strategy		
Number of FTF-funded pre-K children	54	54
Number of private/public partner pre-K sites receiving support	0	0
Number of public school pre-k sites receiving support	1	1
Mental Health Consultation Strategy		
Number of center based providers served	1	0
Number of home based providers served	0	0
Number of people receiving tuition reimbursements	0	0
Nutrition/Obesity/Physical Activity Strategy		
Number of children served	60	0
Number of participating adults	60	0
Food Security Strategy		
Number of food boxes distributed	400	400
Native Language Enrichment Strategy		
Number of books distributed	100	0
Number of children served	0	0
Number of home and/or center based providers	0	0
Number of participating adults	0	0
Number of participating professionals	0	0
Parent Education Community-Based Training Strategy		
Number of participating adults	25	150
Reach Out and Read Strategy		
Number of books distributed	450	742
Number of participating practices	1	1
Community Awareness		
No service units		
Service Coordination		
No service units		
Needs and Assets		
No Service units		
Statewide Evaluation		
No service units		

II C. SFY 2012 Funding Summary Review

FY 2010 - 2012 Salt River Pima Maricopa Indian Community Funding Plan Summary		
Allocations and Funding Sources	2012	
FY Allocation	\$315,135	
Population Based Allocation	\$211,259	
Discretionary Allocation	\$68,361	
Other (FTF Fund balance addition)	\$35,515	
Carry Forward From Previous Year	\$274,416	
Total Regional Council Funds Available	\$589,551	
Strategies	Allotted	Awarded
Pre-Kindergarten Scholarships	\$190,768	\$190,768
Mental Health Consultation	\$15,625	\$0
Nutrition/Obesity/Physical Activity	\$0	\$0
Food Security	\$10,000	\$10,000
Native Language Enrichment	\$20,000	\$0
Parent Education Community-Based Training	\$32,000	\$21,600
Reach Out and Read	\$3,000	\$3,000
Community Awareness	\$13,000	\$8,680
Service Coordination	\$40,350	\$0
Needs and Assets	\$0	\$0
Statewide Evaluation	\$10,283	\$10,283
Total Allotted/Awarded:	\$335,026	\$244,331
Total Unallotted/Unawarded:	\$254,525	\$90,695

II D. Review of Progress

The Regional Council worked to identify strategies to address the Region's Priority Needs as identified in the 2012 Funding Plan. The SFY 2012 strategies were a continuation from SFY 2011. Some of these strategies were in the development stage and some were fully implemented. Due to Prop 302 on the November 2010 ballot and not knowing whether funding would be available, implementation of some SFY 2011 strategies were delayed with more progress taking place in SFY 2012.

Quality and Access

The Salt River Pima-Maricopa Indian Community Early Childhood Education Center provides infant and toddler care and Head Start/Preschool services to 250 children, including 100 children in Head Start preschool. The 250 children that are receiving services represent 12 percent of the population of children from birth through five years of age within the Salt River Pima-Maricopa Indian Community region. It is assumed that the remaining children are either being cared for outside of the facility, outside of the community, or in their homes. The Early Childhood Education Center documented a waiting list for pre-school children of 84 in December 2011. This lack of child care in the Community is cited as a major barrier to employment for parents.

The Regional Council implemented a Pre-Kindergarten Scholarship Strategy to increase the number of four and five year old children enrolled in Salt River Pima-Maricopa Indian Community Early Childhood Education Center's nine month and summer Pre-Kindergarten programs. The Pre-Kindergarten program prepares children for transition to kindergarten and enhances fine motor, cognitive and language skills while developing self-confidence and social skills. The 9 month Pre-Kindergarten program provides a three hour a day, a morning and an afternoon program, each school day to 24 students. The Summer Pre-Kindergarten program provides two classes consisting of a six hour a day program for four weeks to 15 students each. This strategy has been very successful since it was first implemented in SFY2011 and will continue to serve a total of 54 children in SFY2012. This helps to address the Early Childhood Education Center waiting list and those who are enrolled in the Salt River Elementary School Kindergarten program with no preschool experience.

The Regional Partnership Council also realizes the importance of quality of early care and education so that young children in the Community can begin school safe, healthy and ready to succeed. This is being addressed through participation in Quality First which is made possible through First Things First statewide funding. The Quality First Coach has been able to assist the Early Childhood Education Center with various aspects of individualized guidance and support and targeted technical assistance through monthly on-site visits. Although finalizing the Quality First contracts with the Salt River Pima-Maricopa Indian Community has involved extra steps to address considerations for compliance with existing tribal policies, positive meetings are taking place between First Things First Senior Staff and the Tribe to address these issues.

In addition to the two TEACH scholarships available through Quality First, the region has an additional 10 TEACH scholarships provided by the Central Maricopa Regional Partnership Council. The TEACH contract with the Salt River Pima-Maricopa Indian Community has also required additional meetings to address compliance with Tribal policies. These meetings have been successful and thus far, TEACH has received 2 Child Development Assessment (CDA) signed contracts and 3 Associate Degree scholarship applications. It is anticipated that at least 4 or 5 more CDA applications will be submitted before the end of SFY2012.

The Regional Council also voted to implement a new Mental Health Consultation strategy during SFY2012. This strategy will consist of a half-time mental health consultant for the Salt River Early Childhood Education Center. The Salt River Pima-Maricopa Indian Community will cover half of the cost for the part-time consultant and the First Things First Regional Partnership Council will cover the other half. This strategy will be implemented in January 2012.

Family Support

Babies born in the Salt River Pima-Maricopa Indian Community are more likely to start out with higher risks compared to babies born in Maricopa County and other Native American communities in Arizona. Mothers are more likely to give birth in their teens and are less likely to receive adequate prenatal care. To illustrate, in 2008, 8 percent of births in the Community were to mothers 17 and younger – a significant improvement over the 2005 rate, but twice the rate in Maricopa County. Another 11 percent of births were to mothers ages 18 or 19. When looking at the teen pregnancy epidemic in the region, the Salt River Pima-Maricopa Indian Community Regional Partnership Council felt that it was important that the teen parents receive education on how to become effective parents and how to access available community resources.

The Parent Education Community Based Training program was implemented for Teen Parents and expanded to add an adult class which is open to any parent with children ages birth to five in the Community. The evidence based curriculum used from the Center on the Social and Emotional Foundation for Early Learning (CEFEL) Positive Behavioral Supports is supplemented with life skills training and other parent education materials for the teen parent and adult classes. Both parenting programs provide personal development opportunities and allow the participants to gain knowledge about themselves and their children, as well as information about available resources within and outside the Salt River Pima-Maricopa Indian Community region.

The teen parenting class has been consistently attended by some parents. Due to the obligations and circumstances of the other teen parents, this is an open ended class to better serve those with intermittent attendance. The adult class recently started on November 30th with 20 participants and 12 on the waiting list. There will be two 8 week sessions that meet once a week. Child care will be provided by the Salt River Early Childhood Education Center which is an example of the key partnerships needed to successfully implement this strategy.

The Salt River Pima-Maricopa Indian Community also faces many economic challenges. The 2010 unemployment rate in the region was nearly twice the rate in Maricopa County. There were 104 children (ages five and younger) in the Community receiving Temporary Assistance for Needy Families (TANF) cash assistance in January 2010 – a 20 percent increase over 2007. With many families struggling to meet basic needs, the Regional Council determined that increasing food box distribution was critical. Therefore funding was provided to support the Food Security strategy for the distribution of food boxes to needy families with children five and younger which also includes, diapers and nutrition information. The food boxes have been an asset and have been heavily utilized by families in the Community as reflected in quarterly narrative and expenditure reports.

The current Native Language Enrichment Strategy involves the development and production of both CDs and books spoken and written in Akimel O’Odham and Xalychidom Piipaash. Three Community Cultural programs came together to identify the types of native language materials to develop. The decision was made to develop one children’s book that would include basic words with pictures in both the native languages and English. Each of the three Community Cultural programs agreed to develop a section of the book. A draft copy of the book is being finalized and will go through a review from fluent native language speakers and readers. In addition to the books, the Early Childhood Education Center has recorded children singing several nursery rhyme songs in the native languages. This recording is in the process of being edited and finalized for production. The CD will be included with the book for distribution.

Successes of the Native Language Enrichment Strategy include collaboration among various programs in the Community to address native language enrichment and Tribal staff member time and production equipment provided on an in-kind basis by the Tribe. In addition, future opportunities include planning for the implementation of the strategy for professional development of Early Childhood Education Center staff on the native language and the products, implementation of the strategy in the Center’s native language

curriculum reaching 300 children 0-5; implementation of the strategy to introduce the new products and to educate parents on use of the native books and CDs; and may also include implementation of a native language community awareness campaign through conferences, seminars and classes on the native languages.

The Reach Out and Read Program was also a funded strategy implemented to promote early literacy making it a standard part of pediatric care. The local pediatrician was trained in the Reach Out and Read model. The Regional Council is funding books that the pediatrician distributes to the children during pediatric visits at the local clinic. This strategy has been successful in reaching children and families and is very well received by the Community.

Health

One area of great strength is child vaccination rates, which are substantially higher in the Salt River Pima-Maricopa Indian Community than in Maricopa County or Arizona. This indicates the Community's strength in the area of early childhood health. However, nutrition (particularly in regards to a poor diet) is of great concern considering the high rate of childhood obesity and the kinds of disease and health problems that are prevalent with adult Community members. The Regional Council originally saw the need to expand this effort to additional young children and families in the Community, therefore funding was provided to implement an evidence based health and nutrition curriculum to promote healthy lifestyles for children and address the high rate of childhood diabetes and obesity in the Community.

A committee was formed to research and identify a Tribal department to implement this health and nutrition curriculum. However, after further review and meetings with various departments and programs in the Community, it was discovered that there were already several health and nutrition curriculums being implemented for young children. Some of these included the Fit WIC program, Mousersize Program through the Salt River Fitness Center, the Youth Services Early Childhood Enrichment Program, Parks and Recreation Tiny Tots Program and the SPARKS curriculum through the Early Childhood Education Center. In addition, the Community programs did not feel that they had the capacity or current need to implement another health and nutrition curriculum. Therefore, the Regional Council made a decision not to implement this strategy and voted to use the funding in planning for SFY2013.

Coordination

A Coordination initiative strategy was identified to develop a seamless cross-coordination system among various programs and departments in the Community that support safe and healthy development of children ages birth through five. Initial efforts were made by the Regional Council and First Things First staff to implement this coordination strategy. After further review and consideration by the Regional Council, it was determined that this strategy could be addressed more effectively by the Tribe itself. The Regional Council anticipates continued involvement in this effort in a supportive role.

An additional activity under this Coordination Strategy included the development and distribution of a Parent Resource Guide. A draft of the parent resource guide was developed and is currently under revision and review by the First Things First Communications Department. It is anticipated that this parent guide will be finalized and produced by the end of SFY2012.

Community Awareness

The Community Awareness strategy was implemented to create community awareness around early childhood development and health. Through this strategy, the Regional Council was able to purchase First Things First educational reinforcement items and participated in several Community events. At the events, First Things First staff handed out the items, educational materials and books as well as shared information about programs being offered in the Community. Through this funded strategy, First Things First staff will continue to attend various Community events.

In addition, this strategy supports the implementation of Community Library events that sponsor guest speakers which provide one time training and educational opportunities to families with children 0-5. This also includes book distribution. The first quarter of SFY2012 was used to plan the events, one of which includes a presentation entitled “Baby Time” that will take place in the month of December. The past events have been successful and very well attended by children and families in the Community.

Collaboration

The Regional Partnership Council has a strong belief that it takes a community to build an early childhood system. What is most significant about the 2012 Funding Plan are the partnerships that have been developed that show the collaborative investment of First Things First and the Salt River Pima-Maricopa Indian Community. Throughout the implementation and development of each strategy, workgroups and or committees were established that included key directors and staff from various Tribal Community departments and programs as well as Regional Council members and First Things First staff. This type of partnership with other Community departments has strengthened the ability of the Regional Council to build relationships and obtain important information on the best approach to implementing successful and effective strategies.

Examples of collaborative partnership are the Native Language Enrichment strategy and the part-time mental health consultant discussed above. It is also important to note that all of the Region’s strategies are housed internally within one of the Tribal departments which is an example of the true collaboration and partnerships taking place in the Community that the Regional Council works to attain. The Regional Council also believes that collaboration is key to developing a collaborative and high quality early childhood system that addresses a child’s development, health and early education. These collaborative efforts by First Things First and the Salt River Pima-Maricopa Indian Community also leverage resources and funding that results in a higher return on investment.

The families, providers, Department leaders and Regional Partnership Council members have one of the best opportunities to influence the course of history more directly than most regions. The Regional Partnership Council in collaboration with the Tribal Community feel that together, the goals that have been set for all children in the Salt River Pima-Maricopa Indian Community can be accomplished. The implementation of the above listed strategies is a very vital part of building an Early Childhood System in the Salt River Pima-Maricopa Indian Community region.

In summary, one of the major lessons learned which impacted SFY2013 Regional Council planning was the importance of continued partnerships with other key tribal departments to further provide a continuum of services for children and families. In addition, it is important that the Tribe take the lead around service coordination due to their internal existing relationships and out of respect for the Tribe’s sovereignty. Lastly, as we move forward it will also be important to leverage dollars with the Tribe and other external funding sources in order to sustain program services and continue to build the early childhood system.

Section III.

Three Year Strategic Direction: SFY 2013-2015 Regional Funding Plan

III A. Overview

The Salt River Pima-Maricopa Indian Community Regional Council embraces the shared mission to increase the quality of, and access to the early childhood development and health system that ensures a child entering school comes healthy and ready to succeed. The Council also shares in the vision that children birth through five are afforded opportunities to achieve their maximum potential to succeed in school and life. Therefore, in an effort to strategically approach funding plan development for SFY2013 and ensure alignment with the mission and vision, the Regional Council reviewed their priority needs based upon available Community data and reviewed each strategy through a series of meetings.

In the review of Community data it was apparent that child care, parent education and support for families continued to be strong needs. The Council's first priority is access to quality early care and education. The Early Childhood Education Center provides a range of quality services, but it serves a limited number of children and continues to have a long waiting list of 84 or more. It was also reported that 8 out of 10 children who are assessed do not meet the literacy standard when they start kindergarten. Continuing to provide Pre-Kindergarten scholarships and funding other strategies that promote knowledgeable professionals also helps address the need for more quality child care.

The second priority of the Salt River Pima-Maricopa Indian Community Regional Partnership Council continues to be parent support and education. According to the 2010 Salt River Pima-Maricopa Indian Community Needs and Assets Report, babies born in the Community are more likely to start out with risks compared to babies born in Maricopa County and other Native American communities in Arizona. The mothers are more likely to have less than twelve years of education, are less likely to be married and less likely to get adequate prenatal care. In addition, the Regional Council believes by providing family support, such as, parent education and parent awareness of existing services available in and outside the Community, this enhances their knowledge, skills and abilities to support their child's safety, health and well-being.

The Regional Council understands that positive outcomes depend on multiple sectors working together addressing needs of young children and their families to create an effective Early Childhood System. Therefore the Regional Council is concentrating on the enhancement of existing programs in collaboration with other Community programs in relation to parenting, literacy, access to nutrition and pre-kindergarten services, to provide more coordinated services and obtain the best possible outcomes.

Setting the Strategic Direction

The Regional Council's approach to the funding plan began by Regional Council review of Community data at a regular Regional Partnership Council meeting held in October of 2011. The data reviewed included the 2010 Salt River Pima-Maricopa Indian Community Needs and Assets Report, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Kindergarten test scores for 2010-2012, Body Mass Index (BMI) data for Head Start for 2008-2011, Early Childhood Education Dental Data consisting of screening and fluoride varnishes, and general data on the Special Needs population in the Community. In addition, data from our Community Stakeholder meeting which consisted of over 60 Community program directors, their staff and parents was also reviewed by the Regional Council.

After review and consideration of the Community data, the Regional Council took that information and revisited the Region's Priority Needs. The Regional Council decided to keep the first three priorities the same which include: *Limited access to quality early care and education; Limited support and services for families; and Expansion of early literacy programming.*

The Regional Council decided to remove two priority needs from the list and added one new priority need. The first priority need to be removed was *Limited health and fitness awareness*. This decision was made based upon input from the Regional Council's Health Subcommittee about the adequate number and scope of the existing Community health and nutrition programs.

The second priority need removed was *Limited coordination of the early care, education and health system*. It was determined that this coordination strategy was not one that the Regional Council felt could be addressed by First Things First, but was more of an internal goal that could be better addressed by the Tribe itself. Therefore this priority need was also removed from the list; however, the Regional Council will provide a supportive role in the coordination effort.

The Regional Council agreed to keep priorities: *Expand access to educational opportunities for early childhood workforce and Create Community Awareness and Support*. In addition, based on Community knowledge of Regional Council Members and data regarding the number of children birth to five that were not enrolled or connected with local resources, the Regional Council decided to add an additional priority need to the list, *Increase awareness and utilization of all health promotion and wellness programs among populations not enrolled in the Early Childhood Education Center or other early childhood programs*. According to tribal enrollment there are 1,100 children 0-5 in the Community, whereas, the Early Childhood Education Center is only able to serve 300. Therefore, it is unclear whether the other 800 children and their families are connected to, or receiving, information about and access to support services.

The Regional Council's revised Priority Needs for SFY2013 are as follows:

- 1) Limited access to quality early care and education
- 2) Limited support and services for families
- 3) Expand early literacy programming
- 4) Expand access to educational opportunities for early childhood workforce
- 5) Create Community Awareness and support
- 6) Increase awareness and utilization of all health promotion and wellness programs among populations not enrolled in the Early Childhood Education Center or other early childhood programs.

The indicators that the Regional Council selected to impact through its strategies are as follows:

- # of children demonstrating school readiness at kindergarten entry in the development domains of social- emotional, language and literacy, cognitive, and motor and physical
- % of families who report they are confident about their ability to support their child's safety, health and well-being
- #% of children enrolled in and early care and education program with a Quality First rating of 3-5 stars

The changes in the Region's Priority Needs and the targeted focus to impact and move the newly added Indicators, as well as, aligning with First Things First Priority Roles, guided the Council to make changes to several strategies. Some of the changes include the addition of a new strategy, omission of previous strategies, and reducing some of the allotted strategy amounts.

The continuing strategies for SFY2013 include:

- Pre-Kindergarten Scholarships
- Food Security
- Native Language Enrichment
- Parent Education Community Based Training
- Community Awareness

The newly added strategies include:

- Parent Outreach and Awareness
- Oral Health
- TEACH Scholarships
- Quality First

The strategies that will no longer be funded in 2013 are:

- Nutrition Obesity/Physical Activity
- Coordination

The new Parent Outreach and Awareness strategy will include funding for one time parent and family workshops throughout the year that was previously under the Coordination strategy. In addition, the Regional Council also chose to fund Quality First that was previously funded with state funds. The Regional Council believes that this will positively impact the quality of early care and education at the Early Childhood Education Center.

The Regional Council also decided to add additional funding for TEACH Scholarships for SFY2013. This was based on the fact that the 10 scholarships gifted from the Central Maricopa Region would no longer be available in SFY2013, as well as, information on the number of anticipated applicants. In addition, an Oral Health Strategy was added to cover the cost of supplies to provide fluoride varnishes and other additional supplies to the 350 children enrolled at the Region's Early Childhood Education Center and also those who reside in the Lehi Community. The dentist at the Community's Indian Health Service Dental Clinic will apply the fluoride varnishes to the children four times a year due to the high carries risk of the children in the Region.

There was also a new parent educator added to the Parent Education Community Based Training strategy. The addition of this Parent Educator is in response to the need for additional parent education services targeting high risk families who are working on their GED. The Parent Educator will provide interactive literacy services to children and families teaching parents to read for themselves and to their children. The parents will also learn phonemic awareness, fluency (ability to read text accurately at an appropriate rate and speed with proper expression) and reinforce positive parenting as well as life skills.

Strategic Approach to System Building

The Salt River Pima-Maricopa Indian Community Regional Partnership Council understands that access to quality early care and education and parent support is critical to the overall development of an effective early childhood system. In addition, building the system is not dependent on strengthening one area alone but instead begins by having a holistic perspective regarding the needs of children and families and partnering with existing programs to provide services, as well as, contributing to the expansion and overall quality of early childhood education and health.

Due to the fact that the Region cannot rely on First Things First funded programs alone, the Regional Council has positioned their strategies in partnership with other tribal departments and services. This approach not only utilizes the expertise of tribal staff but also allows greater return on investment by combining both tribal and First Things First funding. This partnership has ensured cultural sensitivity and service provision and has built a strong partnership between First Things First and the Tribe.

The strategies identified by the Regional Council are clearly based upon the needs of the Community. All of these strategies build upon each other to impact the school readiness indicators and align with First Things First Priority Roles. Together these strategies become a collective set of services that build and strengthen the Region's early childhood system.

Section III B.**Strategic Plan for SFY 2013 – 2015****Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes**

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>Limited access early care and education</p> <p>Limited support and services for families</p> <p>Expansion of literacy programming</p> <p>Expand access to educational opportunities for early childhood workforce</p> <p>Create Community awareness and support</p> <p>Increase awareness and utilization of all health promotion and wellness programs among populations not enrolled in the Early Childhood Education Center or other early childhood programs</p>	<ol style="list-style-type: none"> 1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical. 2. % of families who report they are competent and confident about their ability to support their child's safety, health and well being 3. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars 	<p>Early Care and Education System Development and Implementation Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the education system.</p> <p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<p>*Quality First (including Child Care Health Consultation, TEACH), Pre-K Scholarships, Mental Health Consultation, Additional TEACH</p> <p>Food Security, Native Language Enrichment, Parent Education - Community Based Training, *Parent Outreach and Awareness</p> <p>*Oral Health</p> <p>Community Awareness</p> <p>Statewide Evaluation</p>

Section III C.**Strategy Descriptions including Target Populations and Funding Levels**

Strategy: Quality First			
Strategy Description: Supports provided to child care centers and homes to improve the quality of programs, including: on-site coaching and program assessment; financial resources; professional education scholarships; and consultants specializing in health and safety practices.			
Strategy Narrative In order to address the Regional Partnership Council's identified need of limited access to quality early care and education, the Council has chosen to invest funding to support Quality First. Quality First provides support to the Early Childhood Education Center to improve the quality of programs. This is the only center providing early care and education services in the Community. Quality First was previously provided by First Things First statewide funding. This strategy will give children access to high quality care and education, including learning materials that are developmentally appropriate, a curriculum focused on early literacy and teachers trained to work with infants, toddlers and preschoolers. The Pre-Kindergarten Scholarship strategy provides funding for children to access this quality program.			
Target Population Description The one (1) and only early childhood education center located within the Region with 24 classrooms and 300 students. The Regional Council is not providing Quality First scholarships. This will reach 100% of the centers in the Region.			
Target Service Units - Quality First	FY 13	FY 14	FY 15
Number of center based providers served	1	1	1
Number of home based providers served	0	0	0
Funding Levels	FY 13	FY 14	FY 15
Quality First	\$18,056	\$18,056	\$18,056
Child Care Health Consultation	\$2,520	\$2,520	\$2,520
Scholarships TEACH	\$16,500	\$16,500	\$16,500
QF Child Care Scholarships	NA	NA	NA

Target Service Units - Child Care Health Consultation	FY 13	FY 14	FY 15
Number of center based providers served	1	1	1
Number of home based providers served	0	0	0
Target Service Units - Scholarships TEACH			
Number of professionals receiving scholarships	7	7	7
Target Service Units - QF Child Care Scholarships			
Number of children receiving scholarships	NA	NA	NA

Strategy: Scholarships TEACH (addition to QF package)**Strategy Narrative**

In order to address the Regional Partnership Council's identified need to expand access to educational opportunities for the early childhood workforce, the Council has chosen to invest funding to support TEACH Scholarships.

The key to quality child care is linked to the education and stability of the early childhood workforce. The preparation and ongoing professional development of early childhood educators is a fundamental component of a high quality early learning system. There is an extensive body of research showing that the education and training of teachers and administrators is strongly related to early childhood program quality and that program quality predicts development outcomes for children.

T.E.A.C.H. Arizona is a statewide scholarship program for the early care and education teachers, directors and family child care providers working in licensed or regulated programs. One of the greatest measures of quality in early childhood settings is the level of education of the child care providers. The TEACH strategy supports professionals seeking credentials and associates degrees in their efforts to obtain higher levels of education while continuing employment in early childhood settings. As professional development for early childhood educators seeking credentials or degrees is a high priority, the Regional Council recognized the need to support scholarships beyond those provided through Quality First participation.

Target Population Description

5 non-Quality First scholarships will be purchased to support staff at the Region's one Quality First Center. The total number of scholarships funded was determined by the number of applicants on the TEACH Scholarships waiting list. The 5 non-Quality First TEACH Scholarships plus the 2 available in the Quality First bundle will total 7 TEACH Scholarships in the Region.

Strategy: Pre-Kindergarten Scholarships**Strategy Description:**

Provides scholarships to quality preschool programs in a variety of settings to allow programs to serve more children.

Strategy Narrative

In order to address the Regional Partnership Council's identified need of limited access to quality early care and education, the Council has chosen to invest funding to support Pre-Kindergarten Scholarships.

Children from low-income homes are more likely than any other group to arrive at kindergarten unprepared. For these children, this is the beginning of an achievement gap that if not addressed may widen and become more costly and difficult to close as the child gets older. High quality early education can help close the achievement gap and prepare children for kindergarten, but these programs can be expensive, making them inaccessible to low-income families.

Pre-Kindergarten Scholarships provide funding and technical assistance for high quality, part- or full-time, classroom-based early education for children 3 and/or 4 years of age from low-income families. High quality Pre-Kindergarten programs have significant, persistent benefits. Research has consistently shown that quality Pre-Kindergarten programs benefit not only individual students, but also school districts and communities. Multiple longitudinal studies show that investments in high-quality preschool programs improve outcomes for children. These outcomes include school success, high school graduation, college attendance and improved earnings. Negative outcomes are also reduced, such as involvement in the criminal justice system, grade repetition and high school dropout rates. Research also finds that positive

outcomes do not occur when quality is diluted.

The 9 month Pre-Kindergarten program provides a three hour a day, a morning and an afternoon program, each school day to 24 students. The Summer Pre-Kindergarten program provides two classes consisting of a six hour a day program for four weeks to 15 students each.

Target Population Description

54 Tribal children will receive scholarships. All slots will go to the Early Childhood Education Center, the only child care center in the Region. The dollar allotment and number of slots is based on current usage and capacity.

Target Service Units	FY 13	FY 14	FY 15
Number of FTF-funded pre-K children	54	54	54
Number of private/public partner pre-K sites receiving support	0	0	0
Number of public school pre-k sites receiving support	1	1	1
Funding Level	FY 13	FY 14	FY 15
Pre-Kindergarten Scholarships	\$200,000	\$200,000	\$200,000

Strategy: Mental Health Consultation

Strategy Description:

Provides mental health consultation to teachers and caregivers, and tuition reimbursement to support professional development to increase capacity of workforce.

Strategy Narrative

In order to address the Regional Partnership Council's identified need of limited access to quality early care and education, the Council has chosen to invest funding to support Mental Health Consultation. Early childhood mental health consultation builds the capacity of early care and education providers to nurture the social-emotional development of young children, as well as to prevent, identify, and reduce the impact of mental health problems among children from birth to age 6 and their families. Mental Health Consultation requires a collaborative relationship between a professional consultant who has mental health expertise and an early care and education professional. In program-focused mental health consultation the intent is to improve the overall quality of the classroom environment as well as to provide strategies to build early care and education staff capacity to address problem behaviors or organizational problems within the setting that may be affecting one or more of the children, families, or staff. Specifically, early child care mental health consultants accomplish these goals by providing the following supports:

- On-site consultation services to child care teachers and other care staff to build their competence in forming responsive relationships, using curriculum for intentional teaching of social emotional competence, and understanding working with families in collaborative partnerships.
- Training activities for teachers, other child care staff and families that focus on social-emotional development of young children and enhance staff ability to support the emotional well-being of children.
- Conduct screening and assessments within the context of the early care and education setting for children identified as potentially needing more intensive services.
- Family consultation, including facilitating communication between teachers and families.
- Referrals to clinical and assessment services to children and families, such as therapeutic groups, neurodevelopment assessment and dyadic child-parent psychotherapy.

Target Population Description The target population of this strategy is early care and education providers working in the Region's Quality First center. Funding has been allotted to support a .5 Mental Health Consultant with funding provided by First Things First and the Tribe. Funding levels and target service numbers were established based upon regional need as defined by the Tribe.			
Target Service Units	FY 13	FY 14	FY 15
Number of center based providers	1	1	1
Number of home based providers	0	0	0
Number of people receiving tuition reimbursements	0	0	0
Funding Level	FY 13	FY 14	FY 15
Mental Health Consultation	\$30,750	\$30,750	\$30,750

Strategy: Food Security			
Strategy Description Distribute food boxes and basic necessity items to families in need of assistance who have children birth to 5 years old.			
Strategy Narrative In order to address the Regional Partnership Council's identified need of limited support and services for families, the Council has chosen to invest funding to support Food Security. Through this strategy, First Things First funding can be used to support the distribution of emergency food boxes with a focus on including items and nutritional resources for families with young children. Each box provides a three-day supply of food and serves a family until more permanent assistance is found. These boxes are distributed by the Tribal Social Services Food Program. Scientific evidence suggests that hungry children are less likely to develop into healthy, productive citizens. According to the Center on Hunger and Poverty, inadequate nutrition is a major cause of impaired cognitive development, and is associated with increased educational failure, elevated occurrence of health problems, higher levels of aggression, hyperactivity, and anxiety among impoverished children. Therefore, it is important to support young children and their families in the area of nutrition and healthy eating; especially for those experiencing food insecurity.			
Target Population Description The Food Security strategy is directed at low income Tribal families. Funding has been allotted to support 400 food boxes to families with young children, potentially reaching up to 25% of the population.			
Target Service Units	FY 13	FY 14	FY 15
Number of food boxes distributed	400	400	400
Funding Level	FY 13	FY 14	FY 15
Food Security	\$10,000	\$10,000	\$10,000

Strategy: Native Language Enrichment			
Strategy Description Provides materials, awareness and outreach to promote native language and cultural acquisition for the young children of Tribal families.			
Strategy Narrative In order to address the Regional Partnership Council's identified need of expansion of early literacy programming; the Council has chosen to invest funding to support Native Language Enrichment. This strategy includes the development and production of both CDs and books spoken and written in Akimel O'Odham and Xalychidom Piipaash. Future opportunities include planning for the implementation of the strategy for professional development of Early Childhood Education Center staff on the native language and the products, implementation of the strategy in the Center's native language curriculum reaching 300 children ages 0-5; implementation of the strategy to introduce the new products and to educate parents on use of the native books and CDs; and may also include implementation of a native language community awareness campaign through conferences, seminars and classes on the native languages. A Sub-Committee of the Regional Council is currently finalizing the development the books and CDs.			
Target Population Description The Regional Council is in the process of developing books and CDs in the native languages. The Council will develop a plan to effectively distribute these materials and train early childhood staff and families. Target service units are under consideration.			
Target Service Units	FY 13	FY 14	FY 15
Number of participating adults	0	0	0
Number of participating professionals	0	0	0
Number of children served	0	0	0
Number of books distributed	100	100	100
Number of home/center based providers	0	0	0
Funding Level	FY 13	FY 14	FY 15
Native Language Enrichment	\$15,000	\$15,000	\$15,000

Strategy: Parent Education Community Based Training
Strategy Description Provides classes on parenting, child development and problem-solving skills.
Strategy Narrative In order to address the Regional Partnership Council's identified need of limited support and services for families; the Council has chosen to invest funding to support Parent Education Community Based Training.

Community based parent education provides educational support to parents in community settings to enable them to feel competent and confident in raising their children. Classes offer support to aid parents in managing challenging behaviors and educate them on how to promote healthy development, encourage language and literacy development, cultivate positive parent-child bonding and relationships, and foster social-emotional wellbeing in the child.

Research indicates that community based education programs that involve both parents and their young children in a series of classes demonstrate a positive impact upon outcomes. The critical element in any parent education program is that parents and families have opportunities to practice newly learned skills with support from parent educators.

The Parent Education Community Based Training program serves Teen Parents and also offers two adult classes. The evidence based curriculum used from the Center on the Social and Emotional Foundation for Early Learning (CEFEL) Positive Behavioral Supports is supplemented with life skills training and other parent education materials for the teen parent and adult classes. Both parenting programs provide personal development opportunities and allow the participants to gain knowledge about themselves and their children, as well as information about available resources within and outside the Salt River Pima-Maricopa Indian Community region.

A Parent Educator will be added to the Parent Education Community Based Training strategy. The addition of this Parent Educator is in response to the need for additional parent education services targeting high risk families who are working on their GED. The Parent Educator will provide interactive literacy services to children and families teaching parents to read for themselves and to their children. The parents will also learn phonemic awareness, fluency (ability to read text accurately at an appropriate rate and speed with proper expression) and reinforce positive parenting as well as life skills.

This is administered through the Tribe's Early Childhood Education Department.

Target Population Description

This strategy targets 25 pregnant and parenting teens and 40 participating adults. An additional parent educator will also provide parenting and literacy awareness to 10 families.

Target Service Units	FY 13	FY 14	FY 15
Number of participating adults	75	75	75
Funding Level	FY 13	FY 14	FY 15
Parent Education Community Based Training	\$64,052	\$75,644	\$76,923

Strategy: Parent Outreach and Awareness

Strategy Description

Provides families with education, materials and connections to resources and activities that promote healthy development and school readiness.

Strategy Narrative

In order to address the Regional Partnership Council's identified need of limited support and services for families, the Council has chosen to invest funding to support Parent Outreach and Awareness.

This strategy provides families of young children with information, materials or connections to resources and activities that increase awareness of early childhood development and health and the resources, supports or programs available for young children and their families.

Activities include:

Book distribution for Reach Out and Read which provides books to pediatricians or their staff to distribute to families with young children at pediatric check-ups from six months to five years of age, with a special focus on children growing up in poverty. The program uses the books to promote age-appropriate literacy skills and as a tool to discuss developmental issues with parents and families.

Library events that sponsor guest speakers which provide one time training and educational opportunities to families with children 0-5. This also includes book distribution.

One-time parent/early childhood staff workshops and trainings on child development, the importance of frequent and attentive interactions with children, current research in brain development, enrichment resources and developmental milestones.

Target Population Description

The following are estimates:

- Reach Out and Read, number of books to be distributed is 450, with a funding level of \$3,000
- Two Library events per year with book distribution, estimated number of participants is 50 per year, with a funding level of \$3,000
- One time parent /early care childhood staff workshops and trainings, estimated number of participants is 130 for the year, with funding level of \$5,000.

Target Service Units	FY 13	FY 14	FY 15
Number of participating adults	630	630	630
Number of participating children	500	500	500
Number of books distributed	500	500	500
Funding Level	FY 13	FY 14	FY 15
Parent Outreach and Awareness	\$11,000	\$11,000	\$11,000

Strategy: Oral Health**Strategy Description**

Provides oral health screenings and fluoride varnish in a variety of community-based settings; provides training to families on the importance of oral health care for their children; and provides outreach to dentists to encourage service to children for a first dental visit by age one.

Strategy Narrative

Fluoride varnish application, when properly applied to young, high-risk children, is a proven intervention to reduce the incidence of dental caries (tooth decay). The Regional Council is implementing this strategy in partnership with the Tribe's Indian Health Service Clinic. The Regional Council will cover the cost of the supplies for fluoride varnishes which include: fluoride varnish, product tables, gloves, masks, sterilization solution, gauze, stickers and other additional supplies. The local Indian Health Service Dental Clinic Dentist, who is already trained, will provide screenings and administer the fluoride varnishes to the children four times a year due to the high carries risk in the Region.

Target Population Description

All children enrolled in the Early Childhood Education Center (approximately 300) and other community settings such as the Lehi Community (approximately 50) that is part of the Salt River Pima-Maricopa Indian Community.

Target Service Units	FY 13	FY 14	FY 15
Number of children receiving oral health screenings	350	350	350
Number of fluoride varnishes applied	1400	1400	1400
Number of participating adults	50	50	50
Number of participating professionals	0	0	0
Number of prenatal women receiving oral health screenings	0	0	0
Funding Level	FY 13	FY 14	FY 15
Oral Health	\$5,000	\$5,000	\$5,000

Strategy: Community Awareness			
Strategy Description Uses a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health so that all Arizonans are actively engaged in supporting young kids in their communities.			
Strategy Narrative In order to address the Regional Partnership Council's identified need to create community awareness and support, the Council has chosen to invest funding to support Community Awareness. The intent is that all Arizonans will be actively engaged in supporting young kids in their communities. Activities include the purchase of First Things First educational reinforcement items for distribution and participation in Community events.			
Target Population Description This is a universal strategy that targets the citizens of the entire region.			
Target Service Units	FY 13	FY 14	FY 15
No Service Units	NA	NA	NA
Funding Level	FY 13	FY 14	FY 15
Community Awareness	\$6,000	\$6,000	\$6,000

Strategy: Statewide Evaluation			
Strategy Description Statewide Evaluation includes the studies and evaluation work which inform the FTF Board and the 31 Regional Partnership Councils. Examples include: the baseline Needs and Assets reports, specific focused studies, and statewide research and evaluation on the developing early childhood system.			
Strategy Narrative First Things First has, and is growing, a multi-level system of research and evaluation strategies designed to be responsive to the informational needs of varied stakeholder groups, including the First Things First Board, Regional Partnership Councils, and Arizona citizens. The research and evaluation system is designed to provide both depth and breadth of high quality information, from collecting programmatic data to			

evaluating the overall impact of the First Things First Early Childhood System model. The system provides a framework for conducting statewide and regional studies centered on identifying current and changing needs of families and children birth to five, and the impact of programs and strategies across all First Things First priority areas. The First Things First research and evaluation system is a knowledge building system, designed to advance the understanding of needs, activities, and effectiveness. Individually and collectively, research and evaluation strategies generate data and findings which can be used to identify trends and changes in school readiness indicators and therefore to support strategic planning and decision-making which promotes the health and well-being of young children.

Target Service Units	SFY 13	SFY 14	SFY 15
No target service units identified for this strategy	NA	NA	NA
Funding Level	SFY 13	SFY 14	SFY 15
Statewide Evaluation	\$10,283	\$10,283	\$10,283

Section III D. Proposed Funding Summary
SFY 2013 - 2015 Regional Partnership Council Budget

FY 2013 - 2015
Salt River Pima Maricopa Indian Community
Funding Plan Summary

Allocations and Funding Sources	2013	2014	2015
FY Allocation	\$319,266	\$319,904	\$321,104
Population Based Allocation	\$205,857		
Discretionary Allocation	\$66,886		
Other (FTF Fund balance addition)	\$46,523	\$319,904	\$321,104
Carry Forward From Previous Year	\$254,525	\$184,630	\$103,781
Total Regional Council Funds Available	\$573,791	\$504,534	\$424,885
Strategies	Proposed Allotment	Proposed Allotment	Proposed Allotment
Quality First	\$18,056	\$18,056	\$18,056
Scholarships TEACH	\$16,500	\$16,500	\$16,500
Child Care Health Consultation	\$2,520	\$2,520	\$2,520
Pre-Kindergarten Scholarships	\$200,000	\$200,000	\$200,000
Mental Health Consultation	\$30,750	\$30,750	\$30,750
Food Security	\$10,000	\$10,000	\$10,000
Native Language Enrichment	\$15,000	\$15,000	\$15,000
Parent Education Community-Based Training	\$64,052	\$75,644	\$76,923
Parent Outreach and Awareness	\$11,000	\$11,000	\$11,000
Oral Health	\$5,000	\$5,000	\$5,000
Community Awareness	\$6,000	\$6,000	\$6,000
Statewide Evaluation	\$10,283	\$10,283	\$10,283
Proposed Allotment Total:	\$389,161	\$400,753	\$402,032
Total Unallotted	\$184,630	\$103,781	\$22,853